



Founded 1849

Airdrie Academy

Handbook 2026-27





Welcome to

Airdrie Academy



CONTENTS

	Page
Introduction	4
Airdrie Academy Values and Improvement Plan	5
About Airdrie Academy	6
Associated Primary Schools	8
Staff	9
School Hours	18
Main Dates of the Session	19
Pupil Support in Airdrie Academy	21
Equal Opportunities	23
Appointments with Parents	23
Transfer / Enrolment	24
Curriculum for Excellence	25
Option Form and Curricular Modes	29
Skills Development Scotland	32
Pupil Assessment / Reporting to Parents	33
Summary of Times For Contact With Parents	34
Spiritual – Social, Moral & Cultural Values	35
The Nurture Base	36
Support for Learning	37
Dispute resolution	41
School Clubs / Activities	42
School Meals	43
Freedom of Information	45
Data Protection Act	45
Child/Adult Protection	51
Homework Policy	52
Promoting Positive Behaviour	57
School Rules and Behaviour Management	57
Anti-Bullying Policy	61
School Attendance	63
Clothing and Kit	65
Education Maintenance Allowance	67
Transport	69
Health and Medical Care	70
The Parent Forum / The Parent Council	71
Scottish Qualification Authority	73
Policy with regards to entering pupils for public examinations	75
Appendices	
Appendix 1: Qualifications Scotland Examination Results	76
Positive Destinations	78
Glossary of Specialist Terms	79
Addresses	80

INTRODUCTION



I am pleased to present the handbook for Airdrie Academy for session 2026/2027. The school has a proud history, dating back to 1849, although the present building opened on 23rd October 2006, having been built on our former playing fields, and provides an absolutely superb environment for learning and teaching.

We fully appreciate that periods of transition, such as moving from Primary school to Secondary school, or moving from one secondary school to another, can be a little stressful. In Airdrie Academy we pride ourselves on our excellent partnerships with our Primary Schools. We provide a range of liaison activities to smooth the P6 / S1 transition and to avoid any unnecessary anxiety for both pupils and parents. During Primary 6 and Primary 7, your child will have opportunities to participate in our transition activities which will help forge new relationships with our staff and their new peers.

Your child will join one of the three Houses – Arden, Drumgray and Stanrigg - where the spirit of collaboration within the House will be fostered alongside competition among Houses. We encourage all pupils to take part in and contribute to the activities in the school.

As an existing or future parent of Airdrie Academy, we will ensure that you and your child are fully involved in making important decisions about subject choices and career pathways. Our focus will be on getting it right for your child and making any adjustments to their educational plan as and when required and upholding the inclusive approach in our school. I very much look forward to working with you to celebrate your child's successes and achievements with the aim of supporting them to achieve a positive post school destination matched to their individual talents and aspirations.

We are committed to providing opportunities here at Airdrie Academy for every pupil; to achieve success, to make friends, to discover new talents and to develop new skills. We will offer opportunities for your child to take part in a wide range of activities including sports, music, drama and cultural activities as well as the academic life of the school. In return we ask that your child shows us commitment and respect, works hard, sets high expectations and embraces our school values: Determination, Ambition, Respect and Teamwork. Our teachers and support staff are committed, caring and devote many hours of their time to clubs and activities during lunchtime and after school over and above their classroom commitments.

Airdrie Academy is here to serve its community and, as such, your involvement with the school is a very important one. You will always be made welcome at the school. If you would like to see the school, hear more about it, or discuss some aspect of our work then please feel free to telephone, e-mail or visit.

I sincerely hope your partnership with Airdrie Academy is positive, happy and productive and I am delighted to extend a very warm welcome to you and your family.

Kind regards

Martin Anderson

Head Teacher

Our Values

Following consultation with pupils, parents, staff and partners we have agreed the following Values:

These Values, shared by our whole school community underpin everything we do at Airdrie Academy.

- Our agreed values: Determination, Ambition, Respect and Teamwork.
- Our agreed school mission statement:

“To provide ALL pupils with high quality educational experiences in a nurturing and supportive learning environment.

To support ALL pupils to learn, enhance their skills and by working together, help them achieve success, reach their full potential, and to achieve their positive destination”



Improvement Plan For 2025 - 2026

3 priority areas have been identified for development.

- **Learning Teaching & Assessment**
- **Curriculum & Attainment**
- **Inclusion**

These support North Lanarkshire Council's Education and Families Plan which focuses on the National Improvement Framework priorities.

DWY



ABOUT AIRDRIE ACADEMY



Address:	Airdrie Academy South Commonhead Avenue Airdrie ML6 6NX
Telephone:	(01236) 632161
E-mail:	enquiries-at-airdrie@northlan.org.uk
Website:	https://blogs.glowscotland.org.uk/nl/airdrieacademy

Airdrie Academy is a non-denominational secondary school catering for boys and girls in the North Airdrie area. The school has a fine history and, in 2024, celebrated 175 years of excellent service to the community.

The agreed capacity of the school is 1353 and provision is made for pupils from S1 to S6.

The current roll November 2025 is distributed as follows:

1st Year	:	188
2nd Year	:	184
3rd Year	:	199
4th Year	:	197
5th Year	:	152
6th Year	:	88

The intake of pupils to S1 over the next 3 years is likely to be as follows:

2026	:	200 pupils
2027	:	200 pupils
2028	:	200 pupils

ACCOMMODATION

The school has been designed with all teaching departments and administrative areas under the one roof, providing easy access throughout and with passenger lifts available for those who require to use them. The building has accessible toilets on each floor for those who require to use them. Facilities include 34 classrooms, 33 practical rooms, a construction trades area, pupil support rooms, sixth year common room, library resource centre and careers area. 20 teaching rooms also have interactive panels. Practical rooms include specialist accommodation such as a kiln room in Art & Design, practice rooms and a recording studio in Music, a Business Education room with integral reception area and drama studios that can become the stage area for public performances.

In addition, there are interview rooms, a conference room, a medical room and rest room, a senior management and administration suite, a large assembly hall, central social and dining areas, a central staff room and staff work bases. Sports facilities include a games hall, three gyms, a dance and fitness studio and changing rooms.

OUTDOOR SPORTS FACILITIES:

Two full size grass sports pitches for Football and Rugby with running track for summer Athletics. A full size all-weather floodlit pitch. A concrete Netball Court is also available.



COMMUNITY FACILITIES

It is Council policy that school accommodation be made available as far as possible out with school hours for use by the community. Such use by groups, clubs etc. which the school is happy to encourage, will be in accordance with approved letting procedures and enquiries should be directed to Culture NL Ltd., Telephone number 01236 638460.



ASSOCIATED PRIMARY SCHOOLS



There are 8 primary schools in the Airdrie Academy catchment area, 7 of which are directly associated with the school, while the eighth, Clarkston Primary School, transfers a minority share of its pupils to the Academy. The associated Primary Schools are:

Chapelside Primary School, Chapel Street, Airdrie ML6 6LH (01236) 632128

Golfhill Primary School, Ballochney Street, Airdrie ML6 0LT (01236) 632086

Greengairs Primary School, Greengairs Road, Greengairs, Airdrie ML6 7TE (01236) 632067

New Monkland Primary School, Raebog Road, Glenmavis, Airdrie ML6 0NW (01236) 794883

Rochsolloch Primary School, Bellsdyke Street, Cairnhill, Airdrie ML6 9DU (01236) 794880

Tollbrae Primary School, South Biggar Road, Airdrie ML6 9LE (01236) 794886
(except for pupils living in the Caldervale High School catchment area)

Victoria Primary School, Aitchison Street, Airdrie ML6 0DB (01236) 632066

Cluster Vision Statement **“Standing Together We Are Great”**

Our cluster vision statement was created in partnership with all our associated primary schools and an excellent example of pupils leading change in our school community. Pupils from Chapelside, Golfhill, Tollbrae, Victoria, New Monklands, Greengairs and Rochsolloch Primaries worked with Airdrie Academy pupils to determine our shared cluster vision.

We work collaboratively to provide the best opportunities and outcomes for all of the pupils that we serve. Our vision shows that we put our young people and our community at the heart of everything we do. From age 3-18 we aim to ensure that all pupils are achieving their full potential in school and develop the skills to live a happy, healthy and successful life. We achieve this through;

1. Success and resilience: Work your hardest to achieve your goals, never give up.
2. Community: Feel included and include everyone. Have a positive impact on yourself and others.
3. Active: Be active in lessons, at clubs, at home and in the community to achieve a healthy body and mind.
4. Skills for work: Enquire, explore and problem solve. Find or create your dream job.

SCHOOL COMMUNITY LINKS

Airdrie Academy is continually looking for ways in which it can develop closer links with the Community it serves.

This is achieved through the active involvement of pupils in the Pupil Parliament and schemes such as charitable fund-raising, involvement in local schools and nurseries, working with adults and children with disabilities, mini-enterprise schemes, collections for our own uniform and food bank, links with local businesses through work experience placements and so on.



HEAD TEACHER – Martin Anderson

- Responsibility for QI 1.1 Self - evaluation for self-improvement
- Responsibility for QI 1.3 Leadership of change
- Responsibility for QI 1.4 Leadership and Management of staff
- Responsibility for QI 1.5 Management of resources to promote equity
- Management of Senior Leadership Team
- Staff Welfare
- Whole school finance and Pupil Equity Fund
- Staffing / Recruitment
- Parental Involvement
- Parent Council
- SRG
- Improvement Planning
- NLC liaison
- Facilities management
- Working Time Agreement
- Staff Absence Processes
- Quality Assurance / Self evaluation
- **Liaison with:**
 - Social Subjects**
 - Physical Education**
 - PT Future Fridays**
 - All PEF postholders**

DEPUTE HEAD TEACHER – Claire O'Neill



- Head of **Arden** House - *monitoring all aspects of pupil progress*
- Responsibility for QI 2.1 Safeguarding and child protection
- Responsibility for QI 2.6 Transitions
- Responsibility for QI 3.1 Ensuring wellbeing, equality and inclusion
- P6 – S1 transition programme
- Cluster Lead
- Leadership if pupil Support and attendance processes
- Child Protection coordinator
- Care Experienced and vulnerable young people
- Girfec pathway – Single-agency / Multi-agency plans including Child's plan and CSP's
- Nurture
- Health and Wellbeing across the Curriculum
- Anti-Bullying coordinator
- Tracking and Monitoring of vulnerable learners at risk
- School enrolments S1-S6
- PSHE overview
- UNCRC
- Reporting coordinator for S1
- Identification of lowest 20% and highest 20% of S1 learners
- **Liaison with:**
 - Pupil Support**
 - Learning Support**
 - Other supporting agencies**

DEPUTE HEAD TEACHER – Jo Lilly

- Head of **Stanrigg** House - *monitoring all aspects of pupil progress*
- Responsibility for QI 2.5 Family Learning
- Responsibility for QI 3.3 Increasing creativity and employability
- S1-S3 Tracking and Monitoring
- BGE Curriculum overview
- Reporting Coordinator for S1, S2 and S3
- Health and Safety
- Fire Evacuation
- BGE Pupil Voice and Leadership opportunities
- Standardised National Assessments
- IDL
- BGE Assessment and Moderation
- Early identification of lowest 20% and highest 20% of S2/S3 learners
- Literacy across the Learning
- BGE achievements, recording and celebrating success – including BGE Prizegiving
- Transition BGE – Senior Phase
- DWY and Metaskills
- School Handbook
- Promoting Positive Behaviour
- Family Learning and
- Probationer and Student Teachers
- **Liaison with:**
 - English**
 - Expressive Arts**

DEPUTE HEAD TEACHER - Craig Spencer



- Senior Phase - *monitoring all aspects of pupil progress*
- QUALIFICATIONS SCOTLAND coordinator
- Responsibility for QI 2.2 Curriculum
- Responsibility for QI 2.7 Partnerships
- Responsibility for QI 3.2 Raising attainment and achievement
- QUALIFICATIONS SCOTLAND coordinator
- S5/S6 Tracking and Monitoring
- Senior Phase Tracking and Monitoring
- Reporting Coordinator for S5/S6
- New Qualifications
- School Prelim coordinator
- Special Exam arrangements
- Supported Study Masterclasses
- Supported Study / Easter School
- Staff Development/PRD/CPD
- UCAS overview
- Senior Phase Curriculum / College partnership
- S5/S6 senior phase pupil voice and leadership opportunities
- Transitions senior phase to post school
- Senior phase achievements / School colours programme including senior phase prizegiving
- **Liaison with:**
 - Science**
 - Creative and Design Technologies**
 - Office Staff**

DEPUTE HEAD TEACHER - Graeme Nolan

- Head of **Drumgray** House - *monitoring all aspects of pupil progress*
- Responsibility for QI 1.2 Leadership of learning
- Responsibility for QI 2.3 Learning, teaching and assessment
- Responsibility for QI 2.4 Personalised Support
- S4 Tracking and Monitoring
- Insight overview
- Reporting coordinator for S4
- Staff Cover
- Learning and Teaching
- Numeracy across the Curriculum
- ICT coordinator
- Seemis coordinator
- Timetable
- Coordinating option choices
- Whole school raising attainment strategies across learning including S4 @risk S4 learners
- Coordinating assemblies
- S4 Pupil Voice and leadership opportunities
- SRG Representative
- **Liaison with:**
 - Mathematics**
 - Modern Languages/RMPS**



Acting Deputy Headteacher (pupil equity funded post) – Donna Jacobs (23 Months)

Generic remit applicable to all acting PT PEF Funded Posts:

- To participate in the development, implementation, and evaluation of overall school priorities under the direction of the Head Teacher
- To develop and prepare resources for use by staff in closing the poverty-related attainment gap
- To assist with the use of appropriate whole school pupil progress tracking mechanisms with an emphasis on the tracking of attainment and wider achievement of pupils in receipt of free meals and/or in SIMD deciles 1,2 and 3
- To play a key role in supporting children and young people affected by disadvantage
- To support school policy and practice in order to ensure effective transitions

DHT Closing the Gap (Job sized at DHT point 4)

- Analyse school data for all pupils in S1-3 in particular looking at features of SIMD, FME, LAAC, Young Carers, ASN and any other vulnerabilities. Utilise this information to track the progress of pupils and update SMT and school colleagues.
- Target pupils in S1-3 who are underperforming in collaboration with all PEF PT's and monitor progress and implement interventions.
- Communicate strategies and progress of pupils to; all staff, parents and carers.
- Liaison with cluster primaries – attend cluster meetings and link with cluster Headteachers / DHT for primary transition to coordinate and plan interventions – especially with a focus on resilience and well being.
- Attend SMT meetings and provide regular updates on the interventions and strategies that are in place to improve the achievements of all targeted pupils and to support the work of the SMT
- Present updates to all staff at meetings as and when required on the PEF initiatives / pupil progress
- Showcase best practice and encourage parental engagement in pupils school lives to celebrate their successes
- Support the p6 and p7 transitions programs by leading and coordinating all events in partnership with the DHT for primary transition
- Support targeted pupils with opportunities for Future Fridays / enrichment activities
- Support improvement plan targets linked to Attendance and Nurture.

**Acting Principal Teacher of “Mental Health and Families”
(Pupil equity funded post) 23-month post**

Generic remit applicable to all acting PT PEF Funded Posts:

- To participate in the development, implementation and evaluation of overall school priorities under the direction of the Head Teacher
- To develop and prepare resources for use by staff in closing the poverty-related attainment gap
- To assist with the use of appropriate whole school pupil progress tracking mechanisms with an emphasis on the tracking of attainment and wider achievement of pupils in receipt of free meals and/or in SIMD deciles 1,2 and 3
- To play a key role in supporting children and young people affected by disadvantage
- To support school policy and practice in order to ensure effective transitions

Principal Teacher of Mental Health and Families 1.0FTE (Job sized at PT point 2)

- Target individuals who are not experiencing wider achievement and seek ways to involve these pupils in the wider life of the school.
- Develop a generic parental / family learning strategy and program to involve parents in the life of the school.
- Target pupils in SIMD 1-3 and their families
- Develop close links with partners to source and provide a range of wider supports for pupils in SIMD 1-3 and their parents within the local community and with partner organisations.
particular focus on.
 - ✓ Nutrition
 - ✓ Mental health
 - ✓ Dealing with stress
- Take a lead role in celebrating success of pupil participation in activities through awards, newsletter and social media.
- Provide reports and information to colleagues that clearly shows how pupil improvements in performance have been measured and how they have been achieved.
- Gain awareness and implement best practice in Mental Health approaches from other agencies – explore ways that Mental Health can be accredited on the SCQF framework.
- Communicate with and update relevant colleagues on pupil and family needs.

Acting Principal Teacher of “DYW & Employability”
(Pupil equity funded post) 23-month post

Generic remit applicable to all acting PT PEF Funded Posts:

- To participate in the development, implementation, and evaluation of overall school priorities under the direction of the Head Teacher
- To lead on DYW / employability resources for use by pupils’ staff in school and home learning.
- To lead on DYW / employability resources for use by parents to support home learning.
- To play a key role in our communication strategy families and share the details of our DYW / employability resources and successes with them- using social media and other means of celebrating our progress.

Principal Teacher of DYW & Employability 1.0FTE (Job sized at PT point 2)

- Coordinate and deliver DYW / employability learning experiences for whole school events and year groups.
- Provide DYW / employability support and resources for staff to support them in the delivery of this aspect of the curriculum.
- Provide links to digital resources and publicise these to staff, pupils and families via social media and other forms of communication.
- Complete all DYW reports / paperwork as required by North Lanarkshire Council and Skills Development Scotland.
- Collaborate with Skills Development Scotland and utilise labour market information to plan curricular experiences.
- Use the SCQF framework to determine ways in which DYW / employability experiences can be accredited for pupils.
- Consult with cluster primary schools and provide leadership and support for schools with DYW / employability
- Establish business partners to support the delivery of DYW / employability with - in school events, out of school events and online events.

Principal Teacher of “Girfec Equity and Nurture “
minimum 0.6fte commitment (Job sized at PT point 2)

- Lead and Support the work of the pastoral team – with a targeted pupil caseload and daily monitor and track- attendance, late coming, academic progress (behaviour referrals) – this will be in partnership with the relevant PTs Pupil Support and DHTs.
- Contact parents / host meetings / - early intervention with pupils disengaging from school.
- Support targeted vulnerable pupils in the nurture base and to work with other agencies – be the link with the Nurture teacher(s) and Pupil Support – provide updates on progress and interventions.
- Monitor and support targeted pupils with their involvement in the wider life of the school
- Take a role in celebrating the success of pupils targeted for nurture interventions through awards, newsletter and social media.
- Record actions in SEEMiS pastoral notes.

Generic remit applicable to all acting PT PEF Funded Posts:

- To participate in the development, implementation and evaluation of overall school priorities under the direction of the Head Teacher
- To assist with the use of appropriate whole school pupil progress tracking mechanisms with an emphasis on the tracking of attainment and wider achievement
- To play a key role in supporting children and young people affected by attendance, care experienced, personal vulnerabilities, and disadvantage
- To support functions of pastoral care as required by the Pupil Support Team





Mr Martin Anderson, Head Teacher

EXPRESSIVE ARTS

Art & Design

Mrs K Douglas PT (Subject)
Miss N. Graham
Mr R Patterson
Ms K Cooney

Drama

Mrs M McMurtrie
Mrs J Clelland PT (Future Friday)

Music

Mrs H McCavitt PT (Pupil Support Mon, Thurs & Fri)
Mrs E McFarlane
Mr D Walker PT (Pupil Support)

MUSIC INSTRUCTORS

Mr A Brown
Mr J Naylor
Mr K Richardson
Mr S Nelson
Mr R Cowan

ENGLISH

Mr B Douglas PT (Subject)
Mrs L Baird PT (Pupil Support)
Mrs G Crosbie (Wed – Fri)
Mrs V Hunter PT (Pupil Support Wed-Fri)
Ms K Smith PT (Pupil Support)
Miss N McCormack
Miss C Exposito
Ms E Fraser
Ms A Townsley
Miss G Anderson
Mr R Alexander
Mrs N Jones

Nurture Teacher

Miss T McKeown

DIGITAL & CREATIVE TECHNOLOGIES

Design and Technology

Mr P Di-Nardo PT (Subject)
Mr G Forbes
Mr D Lawson
Mrs Marshall

Home Economics

Mrs L Carlin Acting PT Wellbeing & Families
Mrs L Moore PT (Pupil Support Tues & Wed)

Computing

Mr S Allen PT (Subject)

MATHEMATICS

Mr M Smith PT Subject
Mrs D Brand PT (Monday)
Mr D Buchanan
Mrs M Campbell
Mrs L McClelland
Mr A Mullen
Mr A Lofnes
Mr C Morgan
Mr G Nolan DHT (Drumgray House)

MODERN LANGUAGES / RMPS

Modern Languages

Mr J Bauld PT Subject
Mrs R Murphy
Ms C Matkovic PT Pupil Support (Wed)
Ms L Boyle

RMPS

Mrs A M Walshe
Mr D Thomson

Hub

Mrs M Donnelly

PHYSICAL EDUCATION

Mr K Ferguson PT (Subject) (Tues – Fri)
Ms K Gilmour PT (Subject) (Mon)
Mrs D Jacobs DHT (Acting PEF)
Miss J Lilly DHT (Stanrigg House)
Mr R Leckie
Mr R Gibb
Mrs L Robertson PT (Pupil Support)
Ms C Allan (Wed – Fri)
Miss E Thomson Probationer

SCIENCE

Biology

Mr C Paterson PT (Subject)
Miss L Pearce
Mrs K Park
Dr K Douglas Acting PT Digital Skills
Ms T McKeown
Miss L McAlindon Probationer

Chemistry

Mrs S McMahon
Mr A Wood
Mr D Henderson

Physics

Mr D Gordon
Mrs D Kerr
Miss J Cunningham

SOCIAL SUBJECTS

Modern Studies

Mrs H Fraser	PT (Subject)
Miss S Dougall	PT (Pupil Support) (Mon –Wed)
Mr C Spencer	DHT
Mrs A Wylie	
Ms M Clinton	

Geography

Miss K Mann
Mr P Warnock

History

Mr E Doherty	
Ms J Duffy	Probationer

Business Management

Mrs K Young	
Mrs C O'Neill	DHT (Arden House)

SUPPORT FOR LEARNING

Mrs C O'Connor	PT (Subject)
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ASNA's

Mrs J Clemenson
Ms C Craig
Mrs E McGuire
Mrs R Ritchie
Ms H Rodgers

OFFICE STAFF

Mrs C MacIver	Admin Assistant
Miss C Ligget	
Mrs L Smith	
Mrs E Lowe	
Mrs K McMahon	

TECHNICIANS

Ms C Alexander	Senior Technical
Miss A O'Halloran	(Science)
Mrs K Ternent	(Science 0.5)
Mrs C Simpson	(Science 0.5)
Mr I McDonald	(ICT)

FACILITIES MANAGERS

Mr J McWhinney
Mr B Mullaney
Mrs J McLean

COOK SUPERVISOR

Mrs A Morrisson

Total Number of Teaching Staff: 78

School Hours



32 Period week

31 periods plus 1 period of Personal Support /
Wellbeing
Each day starts at 8.55am.

Monday - Thursday will have 7 periods,
finishing at 3.45pm.

Friday will have 4 Periods, finishing at 12.30pm

Monday - Thursday		Start		Finish
Period 1		8.55		9.45
Period 2		9.45		10.35
Interval		10.35		10.50
Period 3		10.50		11.40
Period 4		11.40		12.30
Lunch		12.30		1.15
Period 5		1.15		2.05
Period 6		2.05		2.55
Period 7		2.55		3.45

Pupils are not permitted to leave the school at the interval unless specific permission has been granted by a senior member of staff.

Parents are asked to assist us by ensuring that the good habit of punctuality is encouraged. If late arrival at school is unavoidable and clearly not the fault of the pupil, please telephone the school or provide an explanatory note.

Parents are also asked to assist us by encouraging their children to respect the school facilities at all times and show respect when out in the school community.

Future Friday's

Future Friday's runs on a Friday afternoon from 12:45pm until 2:15pm All pupils have the opportunity to attend Future Friday's activities. At present Airdrie Academy have the following activities on offer:
(Subject to change)

Basketball
Boxing
Music Club
Work Experience

Badminton
Dungeons & Dragons
Football

Dodgeball
Drama Club
Science Club

Approved school term dates 2026/2027



August 2026

Monday, 10 August 2026 & Tuesday 11 August 2026 (In-Service Day)
Wednesday, 12 August 2026 (Return date for Pupils)

September 2026

Friday, 25 September and Monday, 28 September 2026 (September weekend holiday)

October 2026

Monday, 12 to Friday, 16 October 2026 (October Week)

November 2026

Monday, 16 November 2026 (In-Service Day)

December - Christmas and New Year – 2026/27

Schools close at 2.30 pm on Friday 18 December 2026
Monday 21 December 2026 - Monday, 4 January 2027 (Christmas holidays)

January 2027

Schools return on Tuesday, 5 January 2027

February midterm break

Monday, 15 February 2027 & Tuesday, 16 February 2027
Wednesday, 17 February 2027 (In-service day)

April - Spring Holiday (Easter)

Schools close at 2.30 pm on Friday, 2 April 2027
Monday, 5 April - Friday, 16 April 2027 (Spring Break)
Schools return on Monday 19 April 2027

May 2027

Monday, 3 May 2027 (May Holiday)
Thursday, 6 May 2027 (In-service day)
Friday, 28 May 2027 and Monday, 31 May 2027 (May Weekend)

June

Schools Close at 1pm on Friday, 25 June 2027

PUPIL SUPPORT IN AIRDRIE ACADEMY



Any pupil joining us in Airdrie Academy from primary school is bound to notice some major differences.

- The building is bigger, has many more pupils and staff.
- The school has some very specialised areas (e.g. Science Labs, Home Economics rooms and Technology rooms).
- Pupils move around frequently between different teaching departments.

These differences should not cause worry or concern for pupils joining us. However, to help pupils settle in and to support them the whole way through their secondary education we have a number of promoted Pupil Support teachers who look after their welfare.

The Aims of Pupil Support

Providing excellent, effective education is the responsibility of all staff. The Pupil Support Team in Airdrie Academy contributes to this by striving to achieve the following:

1. To maintain a caring and welcoming school environment in which each pupil is known and valued.
2. To ensure that each pupil has opportunities to make full use of the school's excellent resources in the development of his or her own abilities.
3. To support the health and wellbeing of all pupils in line with the Gifec agenda.
4. To help prepare pupils for adult life and make informed and realistic choices about future careers, education and leisure activities.

Pupil Support Structure



Airdrie Academy operates a vertical 'House' System. Generally pupils will work with the same Pupil Support Teacher and Focus on Learning Teacher throughout their time at Airdrie Academy.

Claire O'Neill
DHT (Pupil Support)



Lesley Baird – PT Pupil Support (Arden)
Hayley McCavitt – PT Pupil Support (Arden) (Job share)
Laura Moore – PT Pupil Support (Arden) (Job Share)
Kelly Smith – PT Pupil Support (Drumgray)
Lauren Robertson - PT Pupil Support (Drumgray)
Chloe Matkovic – PT Pupil Support (Drumgray)(Wed)
Stacey Dougall – PT Pupil Support (Stanrigg) (Job Share)
Val Hunter – PT Pupil Support (Stanrigg) (Job Share)
David Walker – PT Pupil Support (Stanrigg)

Each House consists of pupils at all stages in the school, from S1 to S6. We try to ensure that members of a family are in the same House to allow siblings, as far as possible, to identify with the same members of the Pupil Support Team throughout their school career. This also allows more consistent contact between home and school.

Pupil Support staff will get to know children and their parents/carers well in order to be able to offer support to our young people and their families, to offer advice on curricular matters including choosing subjects and to lend a sympathetic ear generally. Parents are asked to encourage their children to use the opportunity to talk about any issues in this way.

The first point of contact for any young person or parent / carer is the Principal Teacher Pupil Support.

Pupil Support Staff can be seen by appointment or in the case of a genuine emergency, sometimes immediately. Many matters can be dealt with by means of a telephone call. Simply ask for the Pupil Support teacher concerned and if he/she is not available, leave a contact number and they will return your call as soon as possible.

All Pupil Support staff link with partner agencies in order to provide appropriate information, support and guidance to our young people. This may include Skills Development Scotland (SDS), Educational Psychology, NL Youth Counselling Service, Visual / Hearing impairment service, etc.

EQUAL OPPORTUNITIES



It is school and authority policy that equal opportunities should exist for girls and boys in courses offered, in S1 and at later stages. There are no “boys’ subjects” or “girls’ subjects”, access to all courses being on the basis of aptitude, interest and ability only. Pupils are encouraged to consider their choice of subject in the light of the whole range of careers opportunities. Equal opportunities imply a multi-cultural approach in all subject areas, with due account being taken of the cultural or ethnic background of all pupils.

The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

The Equality and Human Rights Commission’s Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

APPOINTMENTS WITH PARENTS

Parents are asked to contact the school to make an appointment at a mutually convenient time as all members of staff have teaching commitments which restrict the times when they are available to meet parents.

In case of emergency the Head Teacher or Depute Head Teachers will try to meet parents without prior appointment.



TRANSFER / ENROLMENT



For parents of the new S1 intake, an evening meeting is arranged during the summer term transition visit. This allows discussion between parents and school staff and to present information prior to pupils joining us in August. Details of this meeting will be notified to parents via primary schools. Any parent wishing an individual interview should simply contact Mrs O'Neill (DHT) who will be happy to make an appointment.

You have the right to make a placing request for your child to be educated in a school other than the local school.

In December each year, the authority will advertise its arrangements for placing requests.

There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home to a new area, parents/carers are advised to time any placing requests so that they take effect from the beginning of the new school session.

Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Once a pupil has reached the school leaving age the pupil, not the pupil's parent/carer may choose which school to go to.

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher.

Further information on placing requests and procedures is available from the school or the council's website.

Parents/carers and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents/carers and young people to make a placing request to attend a school/establishment belonging to another authority.

All enrolment requests should be made to Mrs O'Neill (DHT).

School Leaving Dates:

If you are 16 years of age before 30th September you can leave 31st May.

If you are 16 years of age before 28th February you can leave at Christmas.



What is Curriculum for Excellence?

Curriculum for Excellence is Scotland's national curriculum. It provides a coherent and inclusive curriculum from 3-18 years wherever learning is taking place, including early learning childhood centres, schools, colleges and community learning. It places children and young people at the heart of Scottish Education.

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be:

a successful learner,
a confident individual,
a responsible citizen and
an effective contributor.

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

The totality of all that is planned for children and young people throughout their education'.
The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.

These contexts are:

Ethos and life of the school as a community
Curriculum areas and subjects
Interdisciplinary learning
Opportunities for personal achievement.



What are the Curriculum for Excellence levels?

There are five levels and these are flexible depending on pupils' needs and abilities (some children and young people may achieve these levels earlier or later dependent on ability):

Early level pre-school to P1
First level to the end of P4
Second level to the end of P7
Third and fourth levels S1 to S3
Senior phase S4 to S6 and other forms of study.

What is the Broad General Education?

The Broad General Education (BGE) is the first phase of two closely connected phases of education. The BGE phase stretches from age 3 until the end of S3 after which learners move into the Senior Phase which starts in S4.

Curriculum Areas and subjects

The BGE is delivered via 8 curricular areas which, in secondary school cover years S1 to S3, and may be subdivided further into individual subjects.

The 8 curricular areas are:

Expressive Arts
Languages and Literacy
Health and Wellbeing
Mathematics and Numeracy

Religious and Moral Education
Sciences
Social Studies
Technologies

In Airdrie Academy our S1 pupils also have Enterprise, cross- curricular writing and Skills for Learning on their timetable.





First Year (S1)

In S1 we provide a Broad General Education giving all pupils exposure to all Curricular Areas. It is also important that pupils are able to make connections in and between subjects and therefore in S1 we will allow pupils an IDL experience based on Scottish Studies. This Inter Disciplinary Learning will allow pupils to further develop skills and experiences.

Second Year (S2)

S2 pupils will continue in the Broad General Education in all curricular areas but will be given the opportunity to “major” in one subject within each of two curricular areas (Expressive Arts and Technology). They will also have the opportunity to choose a further elective. This will ensure a suitable balance between breadth and personalisation and choice, raising standards of achievement through developing young people’s skills for learning, life and work. We hope this will also help to develop learner’s higher order thinking skills and to help develop transferable skills. Young people will be able to explore areas of interest in depth at the third level.

In S2 pupils will also have the opportunity to choose an IDL project to be involved in. This Personalisation and Choice allows them to further develop skills and experiences and also cover relevant Experiences and Outcomes.

Third Year (S3)

Before Easter, S2 pupils, assisted by their parents and staff are asked to choose the subjects which they wish to study in S3 and S4. In S3 pupils will study eight subjects (English, Maths, a Science, a Social Subject and four others). Their S2 choice will not mean any restrictions on the choice at this stage. Young people will increasingly be working at the fourth curriculum level and will also begin work at National 4 and beyond. They will have opportunities for specialisation in their chosen subjects across different curricular areas which prepares them for the Senior Phase.

In S3 pupils also work on an IDL unit with the theme of Global Citizenship.

At the end of S3, pupils will be expected to affirm their choices for S4 and the Senior Phase and will continue with seven subjects.

Careers advice is an ongoing part of the Health and Wellbeing Programme, but at times of transition in S1 and S2 pupils are given additional help in a booklet on subject choices, and by holding separate meetings for pupils and parents, if required. Each pupil is interviewed individually by Pupil Support Staff or Depute Head teacher.

The Senior Phase



The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.

Schools are taking a range of approaches to the senior phase and are able to offer greater personalisation and choice for young people in a variety of ways, for example by:

- designing the senior phase as a three-year experience rather than planning each year separately
- delivering qualifications over different timescales in response to young people's needs and prior achievements
- developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels
- providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4.

Personal Support/Career Planning

From 3-18 years, learners are supported to achieve their full potential and, as they progress through broad general education into senior phase, to plan and prepare for further learning, training or employment. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work. As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.

On entering S4, pupils have opted to embark on a choice of subjects which have been affirmed at the end of S3. These have been selected with particular emphasis placed on the suitability of the course, given the aptitudes and the abilities of the individual pupil and taking account of any career intentions they may have.

The vast majority of pupils in Airdrie Academy will study seven subjects in S4. Arrangements may be made for a small cohort of pupils to further refine their choices.

Pupils are encouraged to keep their options open at this stage so that at the end of S5/6 they will be qualified to enter as many careers as possible.

A flexible work experience scheme is recommended for S4 pupils each year. The object of the scheme which generally lasts for a full week, is not to train them for a particular job/career, but to introduce them to life in employment, where employers and work colleagues have expectations of behaviour and tolerance, often different from that of school. Both pupils and employers have indicated that the scheme is relevant and extremely worthwhile. We also have a number of S5/S6 pupils undertaking a flexible work experience programme.

All pupils returning for S5 and S6 will be interviewed by the Depute Head Teacher (S5/6) and/or their Pupil Support teacher to finalise option choices for the next academic year. At the moment, pupils in S5 are expected to choose five subjects and pupils in S6 at least four subjects. It is expected that the fifth subject will involve Community involvement.

As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.





	Column A	Column B	Column C	Column D	Column E
SCQF Level 6/ Higher	Geography English Physics French	Health and Food History Maths Music Photography PE	Art and Design Business Management Chemistry English Engineering Science Modern Studies	Applications of Maths Design and Manufacture Graphic Communication Human Biology Maths Media RMPS	Art and Design Chemistry Computing Drama Human Biology Philosophy PE Spanish Classics
SCQF Level 5/ National 5	Geography English Physics Practical Metalwork French	Applications of Maths Health and Food Tech History Maths Music	Art and Design Business Management English Engineering Science Modern Studies Travel & Tourism	Applications of Maths Biology Design and Manufacture Graph communication Maths Media(L5) RMPS	Art and Design Chemistry Computing Drama Philosophy PE Spanish
Awards (SCQF Level 4/5/6/7)	Laboratory Skills (L5)		SFA Refereeing (L7)	Sports Leadership (L5/6)	



	Column A	Column B	Column C	Column D	Column E
Advanced Higher SCQF Level 7 (S6 Only)	English	Maths	Chemistry	Biology	Art & Design
Higher SCQF Level 6	English French RMPS Business	Human Biology Chemistry Maths Italian Graphic Communication	Human Biology Chemistry Computing Spanish English Engineering Science Media Classics	Applications of Maths Art & Design Maths Modern Studies Music PE Photography	Art & Design Geography Physics PE Health & Food Technology Drama History
National 5 SCQF Level 5	French RMPS Business	Applications of Maths Maths Italian Graphic Communication	Spanish Computing Engineering Science PE Media	Applications of Maths Maths Metalwork Art & Design Music	Art & Design Physics Health & Food Technology Drama
Awards/NPA (SCQF Level 5/6/7)	SFA Refereeing (L7) Lab Science (L5) Literature & Communication (L5) Literature & Communication (L6)	Health Sector (L5)	Scottish Studies (L5) Literature & Communication (L5) Literature & Communication (L6)	Journalism (L6) Furniture Making (L5)	Sports Leadership (L5/6) Travel & Tourism (L5)

COURSES AT NEW COLLEGE LANARKSHIRE



The senior phase curriculum is also delivered in partnership with New College Lanarkshire who offer a range of vocational courses at level 4-7. This includes Foundation Apprenticeships and HNC across different subject areas. A hybrid model of delivery is applied to these courses and pupils will undertake study online and via direct lecturer contact. Pupils who undertake a college course will be required to travel to other schools and for some other courses an industry work placement is required to be completed.

S5 students intending to leave school at Christmas **may** embark on a full time course of study from August of the year in which they intend to leave.

This arrangement is dependent on the agreement of the school, College and North Lanarkshire Education Department.

Information on the availability of courses is received in school during the session. Most colleges also have open days and evenings for anyone considering this option. Pupils can be granted permission to attend.

Any expenses, including travelling expenses, are the responsibility of the student.

Charity Fundraising Event

Skills Development Scotland – My World of Work



My World of Work is a web service for people to plan, build and direct their career throughout their lives.

Customers can see jobs in action; build their CVs; search for vacancies and explore training opportunities in a way that's personal to them. There are video clips of people explaining their job roles and a news magazine cover with some great up-to-the-minute tips on how to get a job or train for one.

Delivered by Skills Development Scotland, it provides information on the jobs market as well as offering help with things like tackling tough interview questions.

My World of Work complements SDS's current face to face and telephone services, as well as those provided to be partners, so customers have access to a range of channels depending on the level of support they need.

To explore My World of Work and the range of tools on offer, visit www.myworldofwork.co.uk

The school's SDS worker is available to meet with pupils and their parents / carers. Appointments can be made in the Pupil Support base. A "drop in" clinic to discuss individual career planning is available for (S4 – S6) pupils.





PUPIL ASSESSMENT/REPORTING TO PARENTS

Assessment is an important part of the Curriculum for Excellence and, at all levels, pupils' progress is closely monitored by teachers and staff.

In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

When pupils are assessed:

Teachers will constantly assess as part of daily learning and teaching. They get to know their learners well, build up a profile of their progress, strengths and needs. Pupils will also be involved in self and peer assessment in their classes.

How pupils are assessed:

Teachers will use a variety of approaches and a range of evidence to fit the kind of learning.

What we assess:

We assess the pupils' development within the experiences and outcomes in each curricular area. Knowledge and Understanding, skills, attributes and capabilities are all assessed in each curricular area.

For S1 to S3 reporting will be according to how well a pupil is achieving at a particular level in all curricular areas and in Literacy, Numeracy and Health and Wellbeing.

In S4 pupils will be undertaking the following qualifications, National 3, National 4 and National 5. Thereafter; Highers and Advanced Highers. Formal prelim exams are set during November for S4 and January - February for S5-S6. Pupils in S4-S6 sit Scottish Qualification Authority exams during May/June.

Following consultation with parents, pupils and teachers have decided to alter the way we reported to parents. Rather than one "big" end of session report, we believe that it is better to have more regular, shorter reports which give parents/carers a better update on progress.

The content of these Reports will vary from year group to year group but will contain the usual behaviour, effort, homework as well as Target Grade and negotiated Grade (for S4, 5, 6). There is also space for a small comment. This would only be used when there is a development need.

There will either be a Report or a Parents Evening each term – full details will be given in the School Calendar which is published in August. We feel that this improves the communication between home and school.



CONTACT WITH PARENTS

1(i) Consultation evenings are arranged so that parents may talk to the individual teachers about their 'sons/daughters' progress. These evenings occur yearly as follows:

- | | | | |
|-----|----------------------|---|----------|
| (a) | 1st Year Parents | - | October |
| (b) | 2nd Year Parents | - | February |
| (c) | 3rd Year Parents | - | March |
| (d) | 4th Year Parents | - | November |
| (e) | 5th/6th Year Parents | - | November |

There are also P7 parents evenings twice a year they are usually held in September and June.

(ii) Individual appointments may be made at any time by contacting the School Office and arranging a meeting.

2 Contact with Pupil Support.

Pupil Support Staff are normally available for appointments during the day – please telephone to arrange an appointment.

3 Appointments with the Head Teacher and Depute Head Teachers may be made by phone. In cases of emergency, they may be available without prior appointment.

How will my child's learning be assessed?

The following qualifications are used to assess a child's progress to make sure that their potential is achieved.

National 4 and 5 qualifications from 2014. These replaced Standard Grades.

From August 2014 new Highers and Advanced Highers were replaced to reflect Curriculum for Excellence.

In classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. New guidance leads away from written assessments only. Pupils will be given assessments that will allow them to make, say or do as well as write allowing for pupils with different learning styles to achieve. Your child's progress will be reported to you so that you know how well your child is doing.

SPIRITUAL, SOCIAL, MORAL AND CULTURE VALUES



Religious Observance

Year/House Assemblies, which are held regularly during the session, include an act of worship and are conducted by the School Chaplain, who also conducts our Christmas and Easter Services.

Chaplaincy in Airdrie Academy

Rev Elinor Hamilton

Minister of New Wellwynd Parish Church
<mailto:garyjcalldwell@btinternet.com>

Rev. Margaret Currie

Minister of St Columba's Parish Church.
margaret_currie250@02.co.uk <mailto:gilky61@yahoo.co.uk>

Rev. Peter Donald

Minister of Cairnlea Parish Church
phdonald@outlook.com <mailto:revderekgunn@hotmail.co.uk>

Parents/carers from ethnic minority religious communities may request that their child be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than 3 occasions in any one school session and the pupils noted as an authorised absentee in the register.

It is recognised that the 1944 Education Act allows parents to withdraw their children from any teaching in religious subjects and from any religious observance, and that any such pupils will not be placed at any disadvantage with respect to secular education.



Nurture Base

At Airdrie Academy we are working towards embedding the six nurture principles across the school to create a nurturing ethos that will encourage all young people to reach their potential. Research shows that children's learning is most effective when they feel safe, included and have good emotional wellbeing and self-esteem. A nurturing environment as well as positive relationships can help to make this happen.

As well as implementing a whole school approach to nurture, Airdrie Academy now has a dedicated Nurture Base. This space is set up differently to a classroom and has areas for comfort, play, eating and work. As positive relationships are at the heart of nurture, the space has consistent staff to ensure pupils feel comfortable and safe. The following groups and interventions are now up and running through the Nurture Base;

Phantoms Legacy – This service gives pupils the opportunity to work and interact with horses. Animal based therapy has proven successful in reducing anxieties, stresses and boosting overall mental health. Young people who attend experience the benefits of working with ponies whilst creating bonds, building trust and learning something new. This gives them a sense of accomplishment and boosts confidence.



The Exchange – The Exchange is a counselling service which gives targeted pupils one to one support. Pupils have weekly appointments with a fully qualified counsellor. The aim of these sessions is to support young people in managing present issues and helping them to develop resilience for coping in later stages.

S1 Settling In Groups – Transitions are hugely important in children's lives. These groups aim to ensure that the transition to high school is a positive experience for young people. Sessions focus on building relationships, reflecting on emotions and introducing strategies to help pupils adapt to their new routine.
Soft Start – Targeted pupils attend Nurture period 1 each day. This gives pupil's consistency in their morning routine and allows them the opportunity to check in with a trusted adult each day. Through teambuilding games, pupil's also build relationships with others who attend. This positive start helps to prepare pupils for their day.



Walk & Talk – This is an initiative which has run previously and been a great success. The purpose of the group is to enjoy some fresh air in the local community, while getting the opportunity to chat to their peers. This group also helps to promote the physical and mental health benefits associated with regular healthy exercise, specifically walking.
By implementing a whole school nurturing approach, we hope to help our young people develop vital social skills, to develop confidence and self-respect, and to take pride in behaving well and in achieving.



SUPPORT FOR LEARNING

Our Support for Learning Team is made up of a Principle Teachers of Learning Support and Additional Support Needs Assistants who help to create conditions which will allow children to learn to the best of their ability. Children who have additional support needs are catered for appropriately: this generally means that they work within the classroom with appropriate additional support arrangements in place.

Pupils who require specific support may at times be offered one-to-one or small group tuition.

All staff cater appropriately to the additional support needs of pupils.

Tasks undertaken by our Support Teacher include:

Linking with Primary Schools

We work with all of our associated primary schools and gather information on pupils with additional support needs who are transferring to the Academy. This allows us to provide full, clear and appropriate information for class teachers, to support the learning needs of pupils. Support for Learning staff make visits to our Cluster primaries and are happy to meet with parents in order to support the transition of pupils.

Monitoring

We monitor the progress of pupils with additional support needs throughout their time at the Academy. To help us do this, we keep in touch with parents, sometimes inviting parents into school to discuss their child's progress.

Co-operative Teaching

This means that 2 or more teachers plan the work of a class and then teach the class together. This support allows children to receive individual attention more easily.

Tuition

This is sometimes introduced if a pupil has a specific learning difficulty, has missed work due to absence or is someone new to the school etc. Intensive support with the aim of enabling each pupil to cope with the work of the class, can be made available.

Parents are consulted before this tuition is arranged.

Support for Bilingual Pupils

Pupils who have English as an additional language are supported in various ways. We provide tuition for them and support them in class. In addition, we liaise with the bilingual support team who also provide support in class and/or in the Support for Learning Base.



Reading to improve comprehension (RTIC)

A small group of pupils meet regularly to read a short passage of text at an appropriate CfE level. They use active literacy strategies to enable a deeper understanding of a passage. These skills help pupils access literacy across the curriculum.

Read Write Inc. (RWI)

Support to improve reading and spelling. The programme identifies gaps in pupils phonics knowledge. Lessons are then tailored to develop pupils understanding of phonics and build confidence in reading and spelling.

Cluster Resource Teacher

Cluster teacher works one to one or with small groups on health and wellbeing/literacy/numeracy depending on pupil needs.

IDL

This is an online literacy programme aimed to improve pupils reading and spelling ability.

Sumdog

Online numeracy programme which builds basic numeracy skills.

Staff Consultation and Development

This is an important role. We are available to suggest a variety of teaching approaches and to help other teachers in the preparation of work for their classes.

Planning Support

Some pupils will require an additional level of planning where there is a need for us to work closely with colleagues such as speech and language tutors, health professionals. etc. We review these yearly. We also play a consultative role in supporting teachers to set appropriate targets and draw up individualised programmes for pupils who have additional support needs. These are monitored, set and evaluated each term and are communicated to parents, pupils and all their teachers.

Parents

Parents are, of course, crucial to their child's education and are encouraged to contact Support for Learning Department via their child's Pupil Support Teacher should they have any concerns about their child's learning.



ADDITIONAL SUPPORT NEEDS

Airdrie Academy complies with the Education (Additional Support for Learning (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the school. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

Pupils with additional support needs can be identified by parents or staff. They will be assessed and subsequently, plans, and provision put in place which is under continual review.

We follow the 'Education and Families' Staged Intervention process.

Level 1 – Universal Support, where a child or young person needs support or planning which can be met within the classroom/school.

Level 2 – Additional support, where a child or young person needs support or planning which can be met from within the school and/or Education and Families Services.

Level 3 – Joint Working Support, where a child or young person requires support or planning from partner agencies working alongside the school / Education and Families Services.

Level 4 – Compulsory/Integrated working with partner agencies.

Looked after Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise.

Parents and young people can request an assessment at any time to establish whether a child or young person has additional needs and/or requires additional planning for support.

Parents and pupils are an essential part of the assessment, planning and review processes and their views will be actively sought.

Planning

(GIRFMe) enable staff to plan effectively for children and young people when interventions are required to support their learning and improve outcomes. Parents/carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process.



Parents/carers will receive letters from the Education Authority throughout the CSP process. Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

Where more intensive support for a child or young person needs to be planned for, usually when a number of agencies are involved in supporting their wellbeing then a Child's Plan may be developed. The plan will tell you what actions need to be taken and who will help with each action. It will usually be someone called a 'Lead Professional' who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person.

Some children and young people may require significant support from education and at least one other agency, such as Health, Social Work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency. Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

Help and advice on any matters relating to Support for Learning can be obtained from Gordon Reid, Cluster Integration and Improvement Lead (CIIL) – ReidGo@northlan.gov.uk

You can also get more help and advice from:

Enquire

The Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets,

0345 123 2303

Enquire

Children in Scotland

Rosebery House

9 Haymarket Terrace

Edinburgh

EH12 5EZ

[Email: info@enquire.org.uk](mailto:info@enquire.org.uk)

[Website: www.enquire.org.uk](http://www.enquire.org.uk) for parents/carers and practitioners

[Website: www.enquire.org.uk](http://www.enquire.org.uk) for children and young people

Children in Scotland – Resolve Mediation

0131 313 8844

Email: resolve@childreninscotland.org.uk

Independent Adjudication

Scottish Government

Directorate for Learning

Support and Wellbeing Unit

Area 2C North

Victoria Quay

Edinburgh

EH6 6QQ

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860

www.asntscotland.gov.uk

Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents and young people through Resolve (contact details 0131 222 2456 Independent Adjudicator). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for Independent Adjudication can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The Additional Support Needs Tribunal (Scotland) – ASNTS, Europa Building, 450 Argyle Street, Glasgow has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal.

Extra-Curricular Clubs 2024



Day	Name of Club	Time	Year Group	Teacher Responsible	Location
Monday	Netball	Lunchtime	S1-S3	P.E Department	P.E.
	Ukulele and Guitar Group	12.50 – 1.15	S1-6	Mr Walker	Music Department
	S1 Drop In Club	12.45- 1.15	S1	Miss Dougall.	Library
Tuesday	Badminton	Lunchtime	S1-6	P.E Department	P.E.
	Choir	12.45-1.15	S1-4	Mrs McCavitt	G53
	UNCRC Group	Lunchtime	S1-6	Mr Morgan	F49
	Chill Zone	12.45-1.15	S1-3	Miss Townsley	S17
Wednesday	S.U. Group	Lunchtime	S1-6	Mrs Carlin	G31
	Pride Not Prejudice	Lunchtime	S1-6	Mr Thomson/Mrs McMahon	S37
	Basketball	Lunchtime	S1-6	Miss McKeown	P.E.
Thursday	Ultimate Frisbee	Lunchtime	S1-S4	Sports Leaders	P.E.

- Lunchtime Clubs – turn up and register on the day
- Athletics Club – Speak to Mrs Brand (Maths) to sign up
- Ultimate Frisbee – Speak to Ms Park (Science) to sign up
- Friday Afternoon Clubs – Speak to Mrs Clelland (Drama)

....and we also have football clubs that run at different times in the week - no set day. Please see the PE department.



SCHOOL MEALS

The school operates a cashless cafeteria system before school, intervals and lunchtimes. Pupils are issued with a National Entitlement/ Young Scot card and charge it with cash at dispensers available in the social area. Pupils will also get a 6-digit pin code that can be used instead of their card.

A recent modernisation programme has ensured that pupils can enjoy their meals in attractive surroundings with taped music and satellite television.

ALL HEALTHY EATING MENU

Hot filled rolls from	£1.50	Toast from	£0.50
Soup/starter	£0.80	Two course lunch	£3.05
Vegetable portion	£0.30	Selection of potatoes from	£0.40
Hot option 1 or 2	£2.80	Meal Deal Hot	£3.30
Sandwiches from	£2.00	Hot Deli choice	£2.00
Salad Bowl	£2.00	Fresh Fruit from	£0.60
Baked Potato and filling	£2.00	Milk	£0.60
Bottled water from	£0.45	Bottled drinks from	£0.65
Biscuits from	£0.55	Home baking from	£0.80
Yoghurts from	£0.70		
		Meal Combo Menu option 2, fruit, home baking or yoghurt, bottle of water	£3.30

Ticket Value Now £3.30

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form 1a must be completed and signed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

For information a vegetarian meal option is offered on a daily basis.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist.

It is important that the Head Teacher is aware of any medically prescribed diets within the school and on occasion may be asked to attend a meeting.

Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form.

Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to a High School or change schools FSS will need to be informed as soon as possible. Special Diets such as Vegan and ethnic diets can also be accommodated. In this case a form b should be completed and can be signed by the parent.

All completed forms should be returned to the email specialdiet@northlan.gov.uk

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), are entitled to a meal without charge.

Students aged between 16 and 18 and who are in receipt of any qualifying benefits can apply for free school meals in their own right.

Information and application forms for free school meals may be obtained from schools or downloaded from [Free school meals and clothing grants | North Lanarkshire Council](#).



School Events





FREEDOM OF INFORMATION

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Coordinator can be contacted at : foirequest@northlan.gov.uk

General Data Protection Regulations (GDPR) Statement for Education

What is this statement?

This statement explains when and why we collect personal information about you, your child or young person and how this information is used, the conditions under which it may be disclosed to others and how it is kept secure.

Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in Civic Centre, Motherwell ML1 1AB.

Why do we need your personal information and that of your child or young person?

The Council has a legal obligation to deliver an effective education service to all children and young people in North Lanarkshire. In order to do this, we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

Legal basis for using your information

We provide this service as part of our statutory function as your Local Authority. Processing your personal information is necessary for the performance of a task carried out in the public interest by the Council. If the information we have asked for is not provided, then we will not be able to provide this service to your child or young person.

Your personal information

Education uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances. We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

How will we use this information?

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education

- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of QUALIFICATIONS SCOTLAND and Further Education
- to allow us to process Education Maintenance Allowance (EMA) applications
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

Who do we share information with?

To support your child or young person's access to appropriate education and meet our legal obligations, personal information may be shared internally between Services of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

How long do we keep your information for?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for.

You can

View this on our website at our website at

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003>

or you can request a hardcopy of this from Education, and Families, Civic Centre, Motherwell, ML1 1AB.

Your rights under GDPR

You can:

- Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.

- Request a correction to your information – we want to make sure that all personal information is accurate, complete and up to date. Therefore, you may ask us to correct any personal information that you believe does not meet these standards.
- Request the restriction of processing – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- Request the transfer – you can request the transfer of your information to another party.
- Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where:
 - you think that we no longer need to hold the information for the purposes for which it was originally obtained
 - you have a genuine objection to our use of personal information.
 - or, use of personal information is contrary to law or our legal obligations.

If you wish to update any personal information, retrieve it, or have it removed from records please contact your child or young person's head teacher or head of establishment in the first instance.

The Council's Data Protection Officer
If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.
Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to AITeam@northlan.gov.uk

The Information Commissioner
You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).
Information Commissioner's Office,
45 Melville Street,
Edinburgh, EH3 7HL
or by e-mail to
casework@ico.org.uk

Transferring Educational Data about Pupils

Education authorities and the Scottish Government

Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme.

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only

part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better educational outcomes. Accurate and up-to-date data allows SGEP, education authorities and schools to:

plan and deliver better policies for the benefit of all pupils,

- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

Your GDPR rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

Concerns

If you have any concerns about the ScotXed data collections you can email

school.stats@scotland.gsi.gov.uk or write to

The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website,

<https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>



Child Protection

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations.

The Head Teacher is responsible for the schools actions in response to Child Protection concerns. A copy of the schools child protection policy can be found on the school website.

If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is: **Mrs C. O'Neill – Telephone Number: 01236 632161**

Adult Protection

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society.

The Head Teacher is responsible for the schools actions in response to Adult Protection concerns.

If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines Protection Procedures and Guidance

Adult Protection Co-ordinator is: **Mrs C. O'Neill – Telephone Number: 01236 632161**

HOMework POLICY



Rationale

Homework is work that is set to be completed outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher.

Not all homework is done at home; in fact, for some pupils who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school. The school will make facilities available for this.

Homework contributes to raising standards of attainment and is an important part of learning. It enhances pupil learning, improves achievement and develops pupils' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

Pupils benefit from homework by:-

- Progressing to become independent learners
- Developing study skills
- Managing and planning their own time
- Reflecting upon and revising what they have learned
- Becoming more active in their own learning
- Consolidating work done in class
- Being challenged to extend their knowledge, comprehension and skills through extension work

Parents/Carers benefit by:-

- Having an opportunity to share in a child's learning experiences
- Gaining an insight into the learning taking place in class
- Becoming part of a partnership between home and school

Roles and Responsibilities

The school, parents / carers and pupils all have roles and responsibilities in making the policy work.

The School

Communicate homework tasks verbally during lessons and using *Satchel One* (formally *Show My Homework*) or *Microsoft Teams*.

Give feedback to pupils on completed homework.

Develop pupils' study skills.

Inform parents / carers of any concerns about homework.

Provide a designated area/time to support the completion of homework.

Teachers may also recommend online resources/support.

Pupils



Check *Satchel One/Microsoft Teams* for any tasks due.
See your teacher if you are unable to access homework on *Satchel One/Microsoft Teams*.
See your teacher if there are issues with aspects of the homework task prior to the due date.
Complete all homework given on time.
Complete all homework to as high a standard as possible.

Parents / Carers

Parents / carers can support their child's learning through homework.
Encourage your child to check *Satchel One/Microsoft Teams* for tasks due to be completed.
Encourage your child to complete homework tasks.
Discuss homework deadlines with your child. (*Parents have a code allowing them to access all homework set for their child*).
Contact Pupil Support Staff with any concerns about homework.
Show an interest. Be positive and encouraging. Even if you have little knowledge of the subject you can help. Ask questions about homework tasks.

Amount of Homework (Broad General Education S1-S3)

The amount of homework given will vary from subject to subject over the course of the session and will depend on the year group. It should be expected that the amount of homework will increase from S1 to S3 and that some subjects are likely to issue homework more frequently than others.

Amount of Homework (Senior Phase S4-S6)

The amount of homework given will vary from subject to subject over the course of the session and will depend on the level being studied. It should be expected that the amount of homework will increase from National 4 to National 5 to Higher and Advanced Higher level. We expect and encourage pupils to spend equal amounts of time between their subjects at any one particular level.

Some homework in the Senior Phase will be of a formal nature where pupils will be given a reasonable amount of time (often one week) to complete. Informal homework will also be set regularly in various subjects, where pupils are expected to complete a task started in class for the next day. Informal homework should require much less time to complete.

It should be noted that the reviewing and studying of coursework will form part of a pupil's homework time, particularly at National 5, Higher and Advanced Higher levels. During preliminary examinations and other formal assessments, the amount of homework issued is likely to be reduced to allow more time for independent study and revision.



Homework Tasks

Homework will not always be formal written tasks. Pupils might be encouraged to reflect on their learning or give a verbal response to a question asked in class.

The following list is an indication of the variety of tasks that might be set:-

- Written tasks
- Electronically submitted tasks
- Completing worksheets
- Revising/Studying
- Investigations
- Project work
- Research
- Interviews
- Reading
- Drawing
- Designing
- Drafting or re-drafting
- Simple experiments
- Learning vocabulary

Some teachers may issue "flipped homework". This involves providing pupils with a question or task to prepare for at home and which is completed in class as a lesson starter. Flipped homework allows pupils to consolidate their learning through revision and to then apply this knowledge to a question which allows staff to measure pupils' progress. It also allows pupils to develop studies skills. In senior phase, flipped homework focuses on exam knowledge and skills, allowing senior pupils to better prepare for exams. Flipped homework ensures that all pupils participate and provides with meaningful feedback.

Feedback

Once homework is completed feedback should be given. This can be done in various ways to allow pupils to understand what they have done well and how they can improve:

- The teacher collects homework and returns it during a subsequent lesson
- The teacher provides guidance to allow pupils to mark their own work
- The teacher provides guidance to allow pupils to mark a peer's work

Feedback from homework may be in the form of marks, written/verbal comments or a combination of these.

The purpose of feedback is to allow pupils to reflect on their learning and act upon the feedback given. Sometimes teachers may award merits for homework of a high standard or homework that has shown improvement over time.



Non-Completion of Homework

If a pupil is unable to complete a homework task then an explanatory note from a parent/carer would be appreciated. If a pupil is struggling to complete a task they should ask for help from their class teacher in advance of the due date. Where pupils do not complete homework tasks there are various steps that may be taken to remedy this and/or inform parents/carers.

The class teacher may:

- Discuss homework tasks with the pupil and arrange for it to be returned at a later date
- Put a comment or sticker in the pupil's jotter to be signed by a parent/carer
- Contact the relevant subject Principal Teacher
- Issue a homework demerit where all other homework supports have been exhausted

The Principal Teacher may:

- Speak to the pupil and arrange for the homework to be completed at a later date
- Send a text message to inform parents of non-completion of homework
- Contact the relevant Principal Teacher of Pupil Support
- Contact parents/carers by telephone/letter

(We hope you've found this homework policy useful. If you would like to make any suggestions for improving the Homework Policy please contact Mr G. Nolan, Depute Headteacher.)



RAISING ACHIEVEMENT

At Airdrie Academy we strive to promote an ethos of achievement. We actively encourage young people to get involved in the wider life of the school and provide a wide range of extra-curricular activities for them.

Celebrating success is very important to us at Airdrie Academy. We hold a number of assemblies throughout the session to recognise the wider achievements of pupils. We also encourage pupils to share their achievements. We foster a positive environment where pupils are proud of their achievements and we actively seek to share them across the school and in the local community.

Pupils are encouraged to take on responsibilities from an early age and class representatives are elected from each year group to attend House and School Council Meetings. In the senior school there are many opportunities for pupils to lead events and also to support younger pupils through the peer support system. Senior Student Leaders are chosen because they are reliable, conscientious, enthusiastic, and able to act as a role model for other students in the school, as well as representing Airdrie Academy in a positive way.

Undertaking the role of Senior Leader is a privilege, and provides them with valuable skills and experiences to write on their CV or on college, higher education or job applications. They also have the opportunity to work more closely with staff and other students and have a greater input into the day to day running of the school. It involves working in a position of trust. The role also comes with responsibilities as they will be expected to maintain very high standards of behavior, uniform, punctuality and attendance throughout the school year, as well as managing their time so that the Senior Leader duties do not affect their studies.

Pupil Voice in Airdrie Academy

At Airdrie Academy we care about what our pupils think and take time to listen to their views. Pupil Voice is engaged in many ways in classrooms and throughout the school such as: Pupil Parliament, Pupil Leaders in S6, student voice questionnaires and focus groups, use of student voice in lessons to enhance learning. At Airdrie Academy we value young people and give them ownership of their learning and opportunities to make a difference.

Pupil Voice in Airdrie Academy should take various forms:

- House Council and Pupil Council
- Pupil Consultation e.g. Focus Groups, Questionnaires etc.
- Pupil Leaders – School Captains, House Captains and Prefects
- Subject consultation
- Pupil Parliament



PROMOTING POSITIVE BEHAVIOUR

Our initiative to promote positive behaviour is called the “Reach for the Stars”. All pupils in S1 to S4 have the opportunity to be awarded merits i.e. “value points” in each subject when deserved. To receive a merit pupils will have complied with the school values: responsible, respectful, successful and ambitious.

At the end of each term every pupil receives information which details the subjects and number of merits that have been awarded. Pupils are encouraged to discuss this information with their parents.

Also termly, individual pupils who are “on track” are invited to attend a special event during class time e.g. a reward trip to the cinema, bowling, etc. Attendance levels are also taken into consideration – eligibility is usually **90% minimum**.

At the start of each new term the system starts again therefore all pupils once more have the opportunity to earn enough merits to attend the next event.

Alongside “Reach for the Stars”, we operate a demerit system. Demerits can be issued on a period-by-period basis by the class teacher for the following reasons: lack of effort, poor behaviour, missing homework, equipment not present. Our Pupil Support team monitor this closely and communicate any concerns to parents. When demerits are issued, the value point score will reduce. The value point score needs to be zero or above to allow pupils to attend a reward event. Pupils are informed if they are on track to attend an event well in advance of the date of the event.

SCHOOL RULES AND BEHAVIOUR MANAGEMENT

In Airdrie Academy, we operate 5 basic rules for everyone to follow at all times.

- Follow staff instructions first time.
- Arrive on time, prepared for lesson.
- Enter and leave the classroom in an appropriate manner.
- Listen to the person who is meant to be talking.
- Keep hands, feet, objects, and unkind words to yourself.

Central to our behaviour management is a good working relationship between teacher, parents and pupils

- teachers will ensure that they are properly prepared, are abreast of subject developments and teach in a manner which allows pupils to best fulfil their potential.
- this will be achieved only with the cooperation of pupils who are expected to give of their best, be properly equipped and comply with school rules.
- parents/carers have a vital role in ensuring that this will happen and provide the background for teachers and pupils to work together.

The guidelines for staff and pupils are reinforced regularly throughout the school year.



Supervision in Non- Class Times

Arrangements are in place for supervision during non-class time, including any special considerations for ASN pupils.

Supervision is provided throughout the school day particularly at interval and lunch times in the school building and around the school campus (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

External Provider Staff

School disciplinary policy & procedures should be invoked when there is an incident involving any member of external staff (not employed by NLC) within a NLC establishment.

External staff with allocated classes in schools should be met by a school senior manager before the first lesson to confirm the policy and procedures on how disruptive behaviour will be managed.

Any misconduct should be reported to a member of the school SMT before the close of the business day.

External staff with allocated classes in schools should be met by a school senior manager before the first lesson to confirm the policy and procedures on how disruptive behaviour will be managed.

S1 Comments – Life in Secondary School



There's a lot of opportunities
to do things, like Future
Fridays

RE is my favourite class. I love
learning about philosophical ideas
discussing different views and
beliefs.

A lot of the lunch time clubs are
really nice, especially the
badminton club

Pupils have a lot of teachers to
help support them, like pupil
support teachers and their other
teachers

I am loving going to all the
different
classes and seeing all the teachers.
I like going to the pitches for PE
and
my favourite subject is Geography.
Airdrie Academy is good.

I have made a lot of new friends
from different classes who I spend
interval and lunch with.

ANTI BULLYING POLICY



Definition:

Bullying may be defined as “behaviour by one or more people which produces damaging or hurtful effects, physically or emotionally to any individual”.

Such behaviour may range from teasing and name-calling to verbal and physical abuse.

Aims of Policy

1. To eradicate bullying wherever possible.
2. To ensure that all staff and pupils are aware of this policy and adhere to it.
3. To create an environment conducive to pupil harmony.
4. To deal with instances of bullying as a matter of priority.
5. To work in partnership with parents to minimise bullying.

Acceptable Standards of Behaviour

1. All bullying is unacceptable, regardless of excuses given to justify it.
2. Issues of mutual respect, tolerance and relationships form part of the Health and Wellbeing programme for each year group and promoting positive behaviour is an integral part of Health and Wellbeing.

Action to be taken

1. Victims of bullying will be treated in a supportive manner.
2. Bullying is regarded as a serious offence and those responsible will be dealt with according to circumstances. Sanctions include exclusion from school.
3. Where appropriate incidents of bullying will be dealt with using Restorative Practices.
4. Bullying of a racist nature will be dealt with in accordance with North Lanarkshire's Policy on "Tackling Racist Incidents".

Pupil Responsibilities

1. Report any instances of bullying promptly to Pupil Support staff or class teachers.
2. Refrain from any behaviour which would constitute bullying of fellow pupils.
3. Act in a respectful and supportive manner to other pupils and report any suspected incidents which the victim may be afraid to report.

ANTI BULLYING POLICY *(continued)*



Parental Responsibilities

1. Parents should stress to their own children the importance of sociable behaviour.
2. Parents should report any concerns they have, be vigilant with regard to any unusual behaviour, unhappiness, reluctance to attend school etc.
3. Parents should support the school's Anti Bullying Policy.
4. Parents should stress to their own children that physical retaliation is not an appropriate response to bullying.

Staff Responsibilities

1. All staff have a responsibility to be mindful of pupils' individual needs made known to them via health lists and information from Pupil Support Staff.
2. Staff should also report any concerns with regard to uncharacteristic pupil behaviour to Pupil Support Staff or the appropriate DHT.
3. Staff should take any reports of bullying seriously and pass these to Pupil Support Staff or appropriate DHT.
4. Staff should be aware that pupils may see them as an appropriate person to confide in and be prepared to lend a sympathetic ear before deciding on action to follow.



SCHOOL ATTENDANCE



Section 30 of the 1980 Education Act places a duty on every parent/carer of a child of 'school age' to ensure that their child attends school regularly.

Attendance must be recorded twice a day, morning, and afternoon.

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc., Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised: As defined by the Scottish Government.

At the start of each school session, parents/carers will be asked to provide contact details including at least one emergency contact number. Parents/carers are required to inform the school if these contact details change during the course of the school year.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the school. In the interests of child safety, the police will be contacted if all attempts to locate the child have been exhausted.

Parents/carers should be asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence.

Absence procedures:

If your child is absent you should contact the school by telephone and leave a message. The message should include your child's name, class, likely length of their absence and reason for absence.

It is essential that any absence is covered by a reason from home. This is an important safeguard against truancy.

A text message home is generated for all pupils who are absent from school and where there has been no telephone call or message left.

If the school is concerned about your child's level of attendance, we will usually contact parents/carers via a telephone call in the first instance.

If attendance levels continue to cause concern, formal procedures will be put in place;

Attendance letter 1



Attendance letter 2

If a pupil has a medical, dental, or other such appointment, the appointment card or a letter should be brought to the school office and permission to attend will be granted. These appointments should be arranged out with school hours, however if this is not possible, permission should be sought at least 24 hours prior to the appointment.

(a) Family Holidays during term time: Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/carers should inform the school by letter of the dates before going on holiday.

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

- A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement, or other traumatic events.

A family holiday classified under the 'authorised absence' category **will not** include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above or similar characteristics will be classified as unauthorised absences. Where the head teacher's prior agreement has not been sought in writing, prior to the holiday, the absence will automatically be classed as unauthorised.

(b) Extended Leave with Parental Consent: Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

(c) Exceptional Domestic Circumstances: Parents/carers may request permission for such leave in writing and the school may authorise such requests under the following circumstances:

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation

It should be emphasised that the school investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary. A statement of the school's policy including procedures for the enforcement of attendance.

At the start of each school session, parents/carers will be asked to provide contact details including at least one emergency contact number. Parents/carers are required to inform the school if these contact details change during the course of the school year.

Attendance %	Days Lost from Learning
100	0
99	2
95	10
80	38
60	76



CLOTHING AND Uniform

After consultation with parents there was overwhelming support from them to have a dress code placed high on the school list of priorities. This support from parents is greatly valued by the school and is something we wish to build on.

Clearly, there is a strong feeling that both pupils and parents are in favour of uniform. We are keen to establish this sense of identity with the school in our pupils and we seek the continued support of pupils and parents in doing so.

Recent consultation with the Pupil Council indicates a very strong belief from the pupils of favouring a more formal/traditional style of uniform which has now become firmly established.

Consequently, for the coming session 2026/2027 the following types of school wear will be available:

- School Blazer with Badge
- School Tie
- White or light blue shirt or blouse
- Black trousers or skirt
- Navy/black cardigan/jumper – (No Logo's)
- Shoes (not trainers)

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances. This would include items which:

- could potentially encourage factions (e.g. football colours);
- could potentially encourage factions (e.g. football colours) could cause offence (e.g. anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings; and other potentially dangerous jewellery.
- are made from flammable material which may be a danger in certain classes.
- could cause damage to flooring;
- carry advertising in particular for alcohol or tobacco,
- could be used to inflict damage on other pupils or be used by others to do so.

Denim or leather clothing of any kind is not seen as being appropriate to wear to school.



CLOTHING AND KIT *(continued)*

For Physical Education – Pupils are asked to purchase a P.E. shirt in their house colour:

Drumgray – Blue
Stanrigg – Yellow
Arden – Red

Pupils are asked to remove all jewellery for their safety and the safety of others. It is school policy that all pupils bring P.E. Kit with them regardless of whether they are physically fit to take part or not.

All uniform items can be purchased from: **Scotcrest, 62 Clark Street, Airdrie, ML6 6DW**

Parents/carers in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Chief Officer - Education and Families. Information and application forms may be obtained from the Council website [Free school meals and clothing grants | North Lanarkshire Council](#).

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), Universal Credit (with an income below £850 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). For academic session 2025/26 the deadline for school clothing grants is 31 March 2026. For academic session 2026/27 the deadline for school clothing grants is 31 March 2027.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code may be deemed to be a serious challenge to the head teacher's authority and to be detrimental to the wellbeing of the whole school community. In such circumstances a head teacher may justify the use of the school discipline procedure.

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc., are not brought to school. Parents/carers should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

Airdrie Community School Uniform Bank

Airdrie Academy pupils and parents are supported by the Airdrie Community School Uniform Bank. They work in partnership with Cool School Uniforms and can be contacted through:

Phone Number - 07895519677

Facebook

Email - airdriecub@gmail.com

EDUCATION MAINTENANCE ALLOWANCE (EMA)



Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to allow them to remain at school.

In session 2026-2027 students who are born before 1 March 2011 will be eligible to apply for an EMA. The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year.

The following notes will be helpful in giving information about the EMA Guidelines.

i) Eligibility

All applications are individually assessed. Students must attend a school within North Lanarkshire Council, regardless of where he or she is resident.

The income used as the basis of the assessment is the gross household income for the preceding financial year.

The income thresholds used in assessing applications in session 2025/2026 are as shown below. These values may be subject to change in session 2026/2027.

For applicants in single student households - £30 per week is paid where the income is up to £24,421; where the income is above that level no award will be made.

For applicants in multiple student households - £30 per week is paid where the income is up to £26,884; where the income is above that level no award will be made.

ii) Attendance

Students in receipt of an EMA must attain 100% attendance in any week to receive payment for that week. Where the student is absent through illness a medical certificate must be submitted. In addition, self-certification forms are accepted for a maximum of 5 days sickness absence in the academic session. Any illness which would take the pupil over the 5 days self-certification would continue to require submission of a medical certificate.

iii) Application forms

A Groupcall message will be sent to all students who are in the eligible age-band to apply for EMA in May each year, providing details of the main eligibility criteria and a link to online application form.

Application information, qualifying criteria, payment schedule and guidance notes are available under the Education Maintenance Allowance information page on the Council website.

[Education Maintenance Allowance | North](https://www.northlanarkshire.gov.uk/schools-and-learning/additional-support-families-and-children/education-maintenance-allowance)<https://www.northlanarkshire.gov.uk/schools-and-learning/additional-support-families-and-children/education-maintenance-allowance> Lanarkshire Council A link to the online application form can also be found here.

Students who are eligible for EMA for the full academic session should apply as early as possible. Students, who are eligible for EMA from January to June, should apply from November.

Any student who is unsure whether they meet the EMA criteria should contact the EMA Section for advice on ef.ema@northlan.gov.uk



TRANSPORT

i) General

The Council has a policy of providing free transport to secondary pupils who live more than three miles from their catchment school by the shortest suitable walking route. Parents/carers who consider they are eligible should apply online before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available, and no additional costs are incurred.

Applications can be made online at the Council website [Free school transport | North Lanarkshire Council](#)

ii) Pick-up points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point.

Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

It is the parent's/carers responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's/carers responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

iii) Placing Requests

The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

Any information on transport appropriate to the school should be mentioned and this should include travelling arrangements arising from inter-school curricular arrangements.

- (c) School buses run to Greengairs, Upperton and other areas out with the 3-mile limit.
- (d) There are regular service buses from Airdrie to Glenmavis which pass close to the school.
- (e) For some years now parents in the Cairnhill area - within the 3-mile limit - have made private arrangements with a bus company.
- (f) Free transport will be arranged for those pupils who, under consortium arrangements, are required to travel to and from other schools or College

HEALTH AND MEDICAL CARE



Airdrie Academy has its own medical suite and appointed First Aiders who attend to minor injuries or ailments which occur during the school day. More serious cases of illness or injury are referred to Monklands District General Hospital, to which pupils are normally transported by taxi or ambulance, depending on the circumstances. Parents of pupils who are sent to hospital or who have to be sent home will be contacted by telephone. It is extremely important, therefore, that emergency contacts are known to us and telephone numbers kept up to date.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than that at an educational establishment.

In North Lanarkshire children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General and therefore North Lanarkshire Council does not require a dedicated hospital education service.

Children and young people resident in North Lanarkshire and in hospital in Glasgow, may access education through the Hospital Education Service (HES). The Service is provided by Glasgow City Education Department and Social Work Services. For further information please contact a school.

It is essential that parents/carers inform the school of any medical conditions or chronic illness from which their child may suffer. A medical information sheet is sent out at the start of each session requesting such information including details of any special treatment or medication which may be required during the course of the school day. Should a child's medical condition change during the course of the school year, parents/carers are asked to inform Pupil Support staff in writing.

Defibrillator

A defibrillator is located on the wall outside the school office.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press on local radio, on the NLC website and X .

THE PARENT FORUM



As a parent of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all parents and carers of children at the school.

As a member of the Parent Forum you can expect to:

- events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents/carers at the school
- be invited to identify issues for the Parent Council to work on with the school
- get information about what your child is learning.

The Parent Council

N.B. Parent Councils came into force on 1st August 2007

The Parent Council's rights and duties include:

- supporting the work of the school;
- representing the views of parents/carers;
- consulting with parents/carers and reporting back to the Parent Forum on matters of interest;
- promoting contact between the school, parents/carers, pupils, and the wider community;
- fundraising;
- taking part in the selection of senior promoted staff;
- receiving reports from the head teacher and education authority; and
- receiving an annual budget for administration, training and other expenses.
- Improving home school partnership and facilitating parental involvement



THE PARENT COUNCIL (*continued*)

At the time of going to press (December 2025) membership of Airdrie Academy Parent Council is as follows:

PARENT MEMBERS

Mrs Pamela Ross
Mrs Elaine McGuire

Chair Person
Clerk

Mr James Anderson
Mr Lee Aitchison
Mrs Jessica Earle
Mrs Joanne Truesdale

Treasurer
Vice Chairperson

Staff members

Mr Martin Anderson
Mr Graeme Nolan
Mrs Lynn Carlin

Professional Advisor

The Parent Council meets approximately 5 times a year. Parent Council can be contacted via e-mail, nlmcguiree@northlan.org.uk or through the school office email address, enquiries-at-airdrie@northlan.org.uk

The Head Teacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

Any parent/carer of a child at the school can volunteer to be a member of the Parent Council. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by election. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub-groups set up by the Council. Members will be selected for a period of two years after which they may put themselves forward for re-selection if they wish.

PARENT COUNCIL FUNDRAISERS

There is a fundraising parent and teacher group which is a sub-group of the main group. This group runs several events throughout the year and has raised thousands for the benefit of the school and pupils.

Contact: Mrs Pamela Ross (Chairperson)



National Qualifications – A guide for Parents and Pupils

New qualifications were introduced in Scotland from August 2013.

The new **Nationals**, **Highers** and **Advanced Highers** replaced Access, Standard Grade, Intermediate, Higher and Advanced Higher qualifications.

These new qualifications are designed to give your child the skills they will need to succeed in the 21st century.

The new qualifications have been developed to support Curriculum for Excellence (CfE), which introduced a new way of learning to secondary school and colleges in 2010.

When were the new qualifications introduced?

National 1, **National 2**, **National 3**, **National 4** and **National 5** were available from August 2013.

The new Higher was introduced in August 2014 and the new **Advanced Higher** in August 2015.

This table shows National Qualifications and their corresponding SQF level:

SQF Level	National Qualifications
1 and 2	National 1 and National 2
3	National 3
4	National 4 / NPA's
5	National 5
6	Higher (New)
7	Advanced Higher (New) / HNC



SCOTTISH QUALIFICATIONS AUTHORITY (*Continued*)

How are the new qualifications assessed?

National 4 will be marked and assessed by the staff in the school. Each department will manage internal assessment for their subjects. Qualifications Scotland will check internal assessments to ensure that assessment judgements are consistent and meet national standards. **National 4** Courses are made up of Units, including an Added Value Unit. In order to achieve a Course at National 4, learners will need to pass all Units plus an Added Value Unit assessment. The National 4 Added Value Unit assessment will be set and marked by the school or college.

National 5, Higher and Advanced Higher Courses also include Units that are assessed and marked by the school. In order to achieve a Course at National 5, Higher or Advanced Higher, learners must pass the final Exam and any Course assessment. Course assessments will, continue to be externally marked by Qualifications Scotland. The Course assessment will normally be carried out using one or two assessment methods from seven possible types:

- assignment
- practical activity
- portfolio
- test
- case study
- performance
- project

How will they be graded?

Some Courses, at present contain Units that are marked throughout the year by teachers. These Units are assessed as pass or fail, as is the case with current qualifications.

Courses at **National 4** will not be graded but will be assessed as a pass or fail. Courses at **National 5, Higher and Advanced Higher** will be graded A to D, or 'No Award'.

If a learner does not achieve a Course assessment at National 4, National 5, Higher or Advanced Higher, they will still receive credit for any Units they have achieved at that level. So, when the learner receives their qualifications certificate, the Units they have passed within the Course will appear on the detailed Record of Attainment section of their qualifications certificate pack.

REMINDER!

- To gain **National 4**, learners must pass all Units and the Added Value Unit.
- Units **are assessed as pass or fail by the school** (following Qualifications Scotland external quality assurance to meet national standards.)
- The **National 5 course** requires no internal units to be passed to sit the final examination. However, if pupils are not on course to pass the final National 5 exam they will be recommended to change level to National 4 or sit National 5 units only. Teachers will provide guidance on this at the S4 parents evening.
- The new Higher and Advance Higher courses require no internal units to be passed in order to sit the final examination. Teachers will provide guidance on progress and make recommendation after prelim exams in January. Some courses will be able to offer a units only alternative.
- **Units are assessed as pass or fail by the school** (following Qualifications Scotland external quality assurance to meet national standards.) Some courses require an Internal Assignment to be completed.

- The **Course Assessment** will be **assessed and graded A to D or NO AWARD** by **Qualifications Scotland**.

POLICY WITH REGARD TO ENTERING PUPILS FOR PUBLIC EXAMINATIONS



PRESENTATION

Schools in consultation with pupils/parents normally decide on presentation for examinations. However, in the final analysis, the school will accede to the wishes of parents. It is important to consider that the senior phase offers 3 years of examinations. A longer plan to complete / pass qualifications may be better suited to some pupils.

PUBLIC EXAMINATION RESULTS: ANALYSIS

The information for North Lanarkshire and Scotland includes all education authority and grant-aided secondary schools. This information is only updated every two years therefore these are last year's figures.

For fourth year Qualifications Scotland results the "percentage of pupils achieving" under any heading is calculated by expressing the number of pupils achieving as a percentage of the S4 roll in September, at the start of the school year. The percentage shown under the fifth and sixth year headings is calculated by expressing the number of pupils achieving in S5 and S6 as a percentage of the original S4 roll.

For National Certificate results the "percentage of pupils achieving" under any heading is calculated by expressing the number of pupils achieving as a percentage of either the combined S3/S4 roll or the combined S5/S6 roll as appropriate at September.

The S4 and S5 staying on rate is calculated by expressing the S5 roll at the start of the second term (January) as a percentage of the roll of the same group of pupils when they were in S4 at September of the previous school year.

Where figures or percentages based on a number of pupils attaining certificates under any particular heading is between 1 and 4 no information is given and *** is inserted in place of the figures.

APPENDICES →



INFORMATION FOR PARENTS 2023/24 SECONDARY SCHOOLS

APPENDIX 1

School: Airdrie Academy	Id No: 320 - 8505438
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SQA Results (within Scottish Credit and Qualifications Framework)

(2024/2025 results)

Percentage of the relevant September S4 roll achieving									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
	81.2	79.6	89.7	79.3	75.3	81.1	45.7	48.4	55.14

Percentage of the relevant September S4 roll achieving									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
	46.5	53.8	52.1	29.0	32.9	36.7	10.0	14.3	20.21

Percentage of the relevant September S4 roll achieving									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
	41.0	36.3	44.6	30.3	25.9	33.2	25.3	18.2	21.8

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (**) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school: S5 and S6 results for S1 – S4 schools; S4, S5 and S6 results for S1 – S2/S3 schools; cases where the relevant year group roll figure is zero.

INFORMATION FOR PARENTS 2023/24 SECONDARY SCHOOLS



VIRTUAL COMPARATOR

Some Results Are Pre-Appeal - Examination Results (within Scottish Credit and Qualifications Framework)

Percentage of the relevant September S4 roll achieving									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
	86.0	84.8	86.8	81.7	80.5	82.0	54.2	54.7	54.2

Percentage of the relevant September S4 roll achieving									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
	62.1	64.4	66.49	40.2	44.1	44.9	20.6	23.7	25.1

Percentage of the relevant September S4 roll achieving									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
	52.0	47.7	49.72	36.6	33.2	37.63	23.9	22.7	22.56

The virtual comparator is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in our school. It allows you to see how the performance of our pupils compares to a similar group of pupils across Scotland. The virtual comparator always contains ten times the number of pupils for each of our year groups to ensure greater statistical significance.

INFORMATION FOR PARENTS 2023/24 SECONDARY SCHOOLS



Positive Destinations

Percentage of School Leavers in a Positive Destination			
	202/23	2023/24	2024/25
Airdrie Academy	94.29	96.51	95.38
Virtual Comparator	96.14	96.22	95.90

The transition from school to one of the following placements, would be deemed as a positive destination:

Higher Education
Further Education
Pre-employment Training
Employment (including modern apprenticeship and self -employment)
Activity Agreement
Volunteering.

The virtual comparator is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in our school. It allows you to see how the performance of our pupils compares to a similar group of pupils across Scotland. The virtual comparator always contains ten times the number of pupils for each of our year groups to ensure greater statistical significance.

Provision of Scottish Statistical Information

All Government produced statistics relating to schools can be found here:

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education>

GLOSSARY OF SPECIALIST TERMS



HT	-	Head Teacher
DHT	-	Depute Head Teacher
PT	-	Principal Teacher (Subject or Pupil Support)
ACT	-	Acting (Teacher appointed to promoted post on a temporary basis)
INSET	-	In-Service Training (for staff)
SQA	-	Scottish Qualifications Authority
SCQF	-	Scottish Credit and Qualifications Framework

Mixed ability group	-	Pupils of a wide range of ability together as a class: the work of such a group is largely based on individual and group assessment.
Continuous Assessment	-	Regular testing throughout a course.
Common Course	-	All pupils in S1 are timetabled to cover the same subjects throughout the course of the school year.
Curricular Areas	-	8 areas that the secondary school curriculum is divided into. Pupils in years S1- 3 are required to study a minimum of 1 subject from each area/mode.
Co-operative Teaching	-	This means that 2 or more teachers plan the work of a class and then teach the class together enabling pupils to receive more attention.

Additional Information

NL Digital School

It is recognised that digital technology is already making a significant contribution to learning and teaching practices. When used appropriately and, with all stakeholders being supported it can enrich learning and teaching, help to raise attainment.

North Lanarkshire Council have developed a range of supports to enhance the use of digital learning within our schools. This includes the development of resources and training materials to support school staff, young people and their families with their digital learning and the provision of a universal offer the NL Virtual Classrooms, providing digital learning materials for all curricular areas at every level, up to and including the BGE.

Glow and M365

All pupils and staff in NLC have access to Glow – Scotland’s national digital learning platform provided by Scottish Government and managed by Education Scotland. It provides learners and educators across North Lanarkshire with an environment that can support learning across the whole curriculum through. This is primarily achieved in NLC using the services found within Microsoft M365.

Pupils will be given a login to Glow when they start school, and these details will follow the young person throughout their school journey. Glow passwords are issued directly to pupils, and it is Education Scotland policy that these passwords should not be shared with anyone else. Guidance on Glow passwords can be found [here](#). All staff in schools have the ability to reset a pupil’s Glow password.

Once logged into Glow, pupils will have the ability to use the full range of apps available via M365. These include MS Teams, OneNote, PowerPoint and MS Word. Users also have the option of downloading O365 to install on up to 5 additional personal devices and this can be accessed from the national section of the Glow Launchpad.

Armed Forces Covenant Duty

North Lanarkshire Council is committed to the Armed Forces Covenant.

The Armed Forces Covenant Duty – Statutory Legislation 2022 is a legal obligation placed on relevant bodies, when exercising relevant functions, such as Education, Health Care and Housing Services, to have due regard to the three principles of the Armed Forces Covenant.

Further details on the Armed Forces Covenant can be found on [Scottish Armed Forces Education Support Group - gov.scot \(www.gov.scot\)](https://www.gov.scot/support-groups/scottish-armed-forces-education-support-group)

Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from your school.

You can also get more help and advice from:

Enquire

The Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets,

0345 123 2303

Enquire

Children in Scotland

Rosebery House

9 Haymarket Terrace

Edinburgh

EH12 5EZ

Email: info@enquire.org.uk

Website: www.enquire.org.uk for parents/carers and practitioners

Website: www.enquire.org.uk for children and young people

Children in Scotland – Resolve Mediation

0131 313 8844

Email: resolve@childreninscotland.org.uk

Independent Adjudication

Scottish Government

Directorate for Learning

Support and Wellbeing Unit

Area 2C North

Victoria Quay

Edinburgh

EH6 6QQ

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860

www.asntscotland.gov.uk

NHS Lanarkshire

Airdrie Health Centre

01236 772200

Social Work

Airdrie

01236 757000

COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICES

Airdrie CLD Locality Office

Chapelside Community Centre

Waddell Street

Airdrie

ML6 6DL

01236 638538

E: CLD-Airdrie@northlan.gov.uk



ADDRESSES

Education Manager	Cluster Improvement & Intergration Lead
Tracey McCulloch	Sandra Campbell
Civic Centre	Chapelside Primary
Windmillhill street	Chapel Street
Motherwell	Airdrie
ML1 1AB	ML6 6LH
Tel: 01698 403200	Tel: 01236 632128
	Airdrie Academy
	South Commonhead Avenue
	Airdrie
	ML6 6NX
	Tel:01236 632161
	CampbellSand@northlan.gov.uk
Area Office (and Clerk to Airdrie Schools District Council)	Social Work Office
Willowbank House	Coats House
Alexander Street	Gartlea Road
Airdrie	Airdrie
ML6 0BA	ML6 9JA
Tel: 01236 758080	Tel: 01236 757000
Skills Development Scotland	NHS Lanarkshire
New College Lanarkshire	Community Health Centre
Kildonan Street,	Airdrie
Coatbridge	ML6 6DB
ML5 3LS	Tel: 01236 772200
Tel: 01236 757400	
Scottish Children's Reporter	Psychological Service (Monklands)
North Lanarkshire Council – Team A	Municipal Buildings
1 st Floor, Hamilton House	Kildonan Street
Hamilton Business Park, Caird Park	Coatbridge
Hamilton ML3 0QA	ML5 3BT
Tel: 01698 543330	Tel: 01236 856200
Community Learning and Development	Community Learning and Development
Chapelside Community Centre	@ Home Centre
Waddell Street	2 Clark Street
Airdrie	Airdrie
ML6 6DL	Tel: 01236 763573
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Chaplaincy in Airdrie Academy

	Rev. Margaret Currie
Minister of New Wellwynd Parish Church	Minister of St Columba's Parish Church.
Rhamilton@churchofscotland.org.uk mailto:garyjcaldwell@btinternet.com	margaret_currie250@o2.co.uk mailto:gilky61@yahoo.co.uk
Rev. Dr Peter Donald Cairnlea Parish Church	
phdonald@outlook.com	

Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document.

- (a) before the commencement of, or during, the school year in question
- (b) in relation to subsequent school years.

HELPFUL WEB ADDRESSES



Choosing a School: A Guide for Parents – information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others – <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils – <http://www.educationscotland.gov.uk/parentzone/index.asp>

Supporting Learners – guidance on the identification, planning and provision of support – <http://www.educationscotland.gov.uk/supportinglearners/>

Information about how the curriculum is structured and curriculum planning – <http://www.educationscotland.gov.uk/thecurriculum/>

Broad General Education in the Secondary School – A Guide for Parents and Carers – http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information around the Scottish Government's 'Opportunities for All' programme – <http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services – <http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

Curriculum for Excellence fact file – 3 – 18 Transitions – provides information on the transitions children and young people will face throughout their education and beyond – http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland – A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Enquire is the Scottish advice service for additional support for learning. Operated by Children in Scotland. Enquire offers independent advice and information on additional support for learning. Enquire also provide a range of factsheets. – <http://www.enquire.org.uk> - for parents and practitioners – www.enquire.org.uk/yp for children and young people

Scottish Independent Advocacy Alliance
<http://enquiry@siaa.org.uk> - <http://www.siaa.org.uk>

Parenting Across Scotland offers support to children and families in Scotland – <http://www.parentingacrossscotland.org/>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting it Right for Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers – [http://www.scotland.gov.uk/Topics/People/Young-People/getting it right](http://www.scotland.gov.uk/Topics/People/Young-People/getting%20it%20right)

Qualifications Scotland
– <http://qualifications.gov.scot>

New College Lanarkshire
www.nclanarkshire.ac.uk



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